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ABSTRACT

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on improving classroom behavior. It is divided into the following six major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; (5) participant worksheets and handouts; and (6) participant summaries. (See CE 018 130 for the final report of this project.) The three major goals covered by this manual include the following: to understand that chronic misbehavior in the classroom is an expression of discouragement; to learn the four goals of misbehavior; and to learn how to teach the principles and specifics of the four goals of misbehavior to children. In addition to the other five staff development training manuals (CE 018 139 and CE 018 141-144), a career guidance methods guide for grades K-6 (CE 018 137) is available. (EM)

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CE

Staff Development K-6

Comprehensive Career Guidance

IMPROVING CLASSROOM BEHAVIOR

CE 018 140

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Staff Development

IMPROVING CLASSROOM BEHAVIOR

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IMPROVING CLASSROOM BEHAVIOR

GEORGIA CAREER GUIDANCE PROJECT

ELEMENTARY SCHOOL

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GOALS

I. To understand that chronic misbehavior in the classroom is an expression of discouragement.

Activity 1 - What is misbehavior?..but discouragement.

Activity 2 - Re-labeling Practice

II. To learn the four goals of misbehavior.

Activity 1 - The Four Goals - Clues

Activity 2 - Practice in Seeing the clues.

Activity 3 - Pick Your Situation

III. To learn how to teach the principles and specifics of the four goals of misbehavior to children.

Activity 1 - A Look at the Principles

Activity 2 - Ways To Get Started

OVERVIEW

Goal	Concepts	Activities	Time	Process	Mode
To understand that chronic misbehavior in the classroom is an expression of discouragement	Misbehavior is linked to discouragement	*What is misbehavior?...but discouragement	10	lecture/ discussing	large group
		*Re-labeling practice	20	writing	independent
To learn the four goals of misbehavior	4 goals of misbehavior	*The Four Goals--the clues	30	lecture/ discussing	large group
		*Practice in seeing the clues	45	discriminating	independent
		*Pick your situation	45	writing, synthesizing, discussing	small group
To learn how to teach the principles and specifics of the four goals of misbehavior to children	Deliberate Psychological Education of the four goals	*A look at the principles	30	lecture/ discussing	large group
		*Ways to get started	45	discussing/ listing	large group

ACTIVITY DIRECTION

Goal 1: To understand that chronic misbehavior in the classroom is an expression of discouragement.

MATERIALS/EQUIPMENT: Newsprint and felt pen, participant worksheets 1, 2.

PREPARATION: Arrange the chairs in a circle format.

Activity 1: "What is Misbehavior?...but Discouragement."

Objective: Participants will better understand the role that discouragement plays in misbehavior.

Preparation: Read the leader summary on family constellation (#1). Emphasize the following points, and allow for discussion:

1. Every child strives toward finding a place for him/herself.
2. In finding a place, he/she forms opinions about what to expect in others, in the world, and of him/herself.
3. When children feel good about themselves (feel secure and sure of their place), they show social interest and healthy self-interest.
4. When children feel bad about themselves (feel insecure and unsure of their place), they lack an interest in others and lack a healthy self-interest.

Activity 2: "Re-labeling Practice"

Objective: Participants will practice re-labeling children in school situations.

Preparation: Ask participants to read the situations on their participant worksheet #1 and to do the accompanying worksheet #2 independently. Read the leader summary on encouragement (#2).

As a large group, take each situation and ask the group for the discouraging labels and then the encouraging ones they generated.

Point out that the root word of encourage is courage. When children are encouraged, they have the courage to try again, to take risks, to make mistakes, to be involved. A way to help children have encouragement about themselves is to use encouraging labels rather than discouraging ones.

Goal 2: To learn the four goals of misbehavior.

MATERIALS/EQUIPMENT: Newsprint and felt pen, 5 x 7 cards, participant worksheets 3, 4, 5.

PREPARATION: Post newsprint summaries made during Goal 1 activities.

Activity 1: "The Four Goals--Clues"

Objective: Participants will learn the behaviors that typify each of the four goals.

Preparation: Read the leader's summary of the goals of misbehaving children (#2). Be thoroughly familiar with the four goal chart (#3).

Using newsprint, summarize the behavior clues for each of the four goals of misbehavior. Draw out the participant involvement by asking for each goal: "If you were a child who believed you only counted when you were (a. getting attention, b. the boss, c. getting even, d. giving up), what types of behavior might you exhibit?"

After behaviors have been written down, ask participants to turn to their participant worksheet, chart 3 of the four goals. Emphasize the clues that an adult can be aware of within him/herself in worksheet #4.

Activity 2: "Practice in Seeing the Clues"

Objective: Participants will assess case examples and decide upon a probable goal.

Preparation: Ask participants to turn to participant worksheet #5 and take each situation and decide upon the goal level and adult behavior alternative.

After the participants have worked independently, ask them to form three groups. Instruct each group to check answers to each of the six situations quickly. Then assign each group two situations to discuss more fully and completely. Ask each group to discuss why one adult behavior alternative is more appropriate than another. Move from group to group to answer questions, etc.

Activity 3: "Pick Your Situation"

Objective: Participants will individually write and assess a situation of misbehavior within a classroom setting.

Preparation: Give a 5 x 7 card to each participant.

On newsprint have the following format written out:

I. CHILD'S BEHAVIOR:

II. ADULT'S FEELING:

ADULT'S BEHAVIOR:
Then (what happened):

III. CHILD'S BEHAVIOR:

IV. ADULT'S FEELING:

ADULT'S BEHAVIOR:

Ask the participants to copy the written format on their 5x7 cards. Ask participants to think of a situation in their own experience, if possible, and to write it according to the format. Tell participants that each of them is writing clues that someone else in the workshop will use to determine the goal and alternative adult behavior.

After the situations are written, form the participants into small groups of 3 or 4. In the small group, ask members to exchange cards. On the back of each card, instruct participants to write the following:

GOAL:

ADULT BEHAVIOR ALTERNATIVE:

When the back side is completed, ask participants to read aloud the cards that they have prepared to their small groups and to get feedback, as well as other alternatives. When each person has finished this, instruct him or her to give the card back to the original author.

Goal 3: To learn how to teach the principles and specifics of the four goals of misbehavior to children.

MATERIALS/EQUIPMENT: Newsprint and felt pen, participant worksheets 6, 7.

PREPARATION: Post any newsprint summary sheets.

Activity 1: "A Look at the Principles"

Objective: Participants will learn the behavior principles to teach children.

Preparation: Read the leader summary of family constellation (#1). Be familiar with the four principles discussed earlier in this workshop (Goal 1, Activity 1)

Present and discuss with the participants the following three-part format for teaching the four goals of misbehavior to children:

(1) Present the principle of each child finding a place for him/herself in the family.

(2) Present the family constellation positions of first child, middle, only, youngest.

(3) Present each of the four goals of misbehavior.

Tell the participants that they will be learning more specifics of how to get started in the following activity. For now, however, ask the participants to consider what benefits a teacher might derive from having children who are aware of the goals in the classroom. Divide the participants into groups of 4 or 5 to discuss, respond to their p-worksheet #6, and report back to the group the benefits seen within each group.

After each group has discussed the benefits for about 10 minutes, synthesize by asking a member from each group to report back to the whole group. Summarize the main points on newsprint.

Activity 2: "Ways To Get Started"

Objective: Participants will learn specific ways to implement the teaching of the four goals of misbehavior to children.

Preparation. Present the following steps to the participants. Ask them to summarize for themselves on the participant worksheet #7. Point out that the steps are found in their participant summary #1.

STEP 1: Finding a Place

a. Ask the children how they find a special place in their families, i.e. by being the best _____, or the worst _____. Ask for words that describe a way of being or behaving.

b. Point out the importance of having a place and what it would be like not to have a place.

STEP 2: Family Constellation

a. Group all of the first-born, middle, youngest, and only children together to discuss what it is like to be in their positions--the advantages and disadvantages.

b. Ask each group to report back the advantages and disadvantages.

(This step can simply be discussed within a large group, but the smaller grouping often lends more fun and spontaneity.)

STEP 3: Four Goals of Misbehavior

a. Present the idea that behavior is not so mysterious but often has a purpose that a person does not realize.

b. Take each goal, one at a time, and ask the children to guess how a person might be finding his/her place. For example, "John is always asking Mom for help, even when he doesn't need it. He oversleeps and Mom is constantly reminding him to get up, or hurry up, or eat his breakfast, or do his homework. How do you think he might be finding his place?"

Ask the children to guess, and if no one guesses by attention-seeking, then ask them what they think of attention or keeping someone busy as a way of finding a place.

c. After each goal has been discussed, discuss with the children alternative behaviors for the misbehaving child and others in contact with him/her.

d. Use stories, classroom situations and home situations as a vehicle for looking at the clues for deciding the goal level, alternative behaviors for the misbehaving child and alternative behaviors for others in contact with him/her. (See participant summary #2).

Leader's Summary of the Family Constellation #1

CHARACTERISTIC OF THE FAMILY CONSTELLATION

(Part 1) Background

An individual's experiences in the family, the opportunities and barriers, challenges and expectations, ambitions and frustrations, are strongly influenced by one's position in the birth order of the family. Of greatest concern in this relationship is the impact of the family upon the personality of the individual. These experiences in the family are the most important determinants for his frame of reference for perceiving, interpreting, and evaluating his world outside the family. The knowledge, habits, and skills which he acquires in the home largely determine his capacity for dealing with outside situations.

A basic assumption is made that personality and character traits are expressions of movement within the family group. The concept of the family constellation as a dynamic explanation sees the development not so much the result of factors which converge on the child but that of one's own interpretation and related interaction. Each child influences the group and other members of the family as much as the child is influenced by them, and in many cases even more so. Each child's early relationships with other members of the family establishes ways to approach others in an effort to gain a place in the group. All strivings are directed towards a feeling of security - a feeling of belonging - that the difficulties of life will be overcome and the child will emerge safely and victoriously.

Individuals react differently to the same situation. No two children born into the same family grow up in the same situation. The family environment that surrounds each individual child is altered. The environments of the children within the same family may be different for several reasons.

1. With the birth of each child, the family situation changes.
   Parents are older and more experienced.
   Parents may be more prosperous and own home.
   Parents may have moved to another neighborhood.
   Possibly of step-parent-due to divorce or death.

2. Child is physically or mentally handicapped - or sickly.
   Parents may feel guilty.
   Sibling required to assume more responsibilities.

3. Child is deceased.
   Parents more protective of those born after.
   Parents tend to compare remaining children with the "angel in heaven."

4. Extreme groups
   An only boy among all girls.
   An only girl among all boys.
   Combined families when two divorced people marry.

In the life-pattern of every child there is the imprint of one's position in the family with its definite characteristics. It is just upon this one fact--the child's place in the family constellation--that much of his future attitude toward life depends.

Alliance and Competition

Every brother and sister has some pleasant feelings and some unpleasant feelings about each other. They are likely to have pleasant relations when they satisfy one another's needs. Since each child feels differently toward each brother and sister, the relationship of any two of them is very special. "As each member strived for his own place within the group, the competing opponents watch each other carefully to see the ways and means by which the opponent succeeds or fails. Where one succeeds, the other gives up; where one shows weakness or deficiencies, the other steps in. In this way competition between two members of the family is always expressed through differences in character, temperament, interests and abilities. Conversely, the similarity of characteristics always indicates alliances. Sometimes, the two strongest competitors show no sign of open rivalry, but rather present a close-knit pair; nevertheless, their competitive striving is expressed in personality differences. One may lean and get support by weakness and frailty. These are cases where strong competition did not prevent personal methods of compensatory striving."

A distinction should be made between sibling rivalry and sibling competition. Rivalry is defined as open contests and fights for immediate gratification. Competition, on the other hand, may be present without open resentment or antagonism. Competition has a much more significant impact on each child and leads to the development of opposite character traits, interests, abilities, and temperaments. One child seeks success in areas where his sibling has been unseccessful. The siblings who are most different, therefore, are competitors and those who are most alike are allies. The sibling with whom a child is competing has the greatest influence on the development of his life style.

The more severe sibling competition may be found between first and second born children. The first child is the only sibling to be "dethroned" as an only child. It is felt that as a result, he is more likely to resent the presence of other siblings, especially the second born.

Competition may also be found between second and third born children. Adjacent siblings in the family seem to present more a mutual threat than alternate siblings. In a given trait, the strengths of both the first and third born children are a competitive reaction to weakness in the same trait found in their mutual foe--the difference between adjacent siblings will promote similarities among alternate siblings.

The concept of sibling alliance and competition can be illustrated in the arena of school achievement. If one child in the family had distinguished himself as being a very high academic achiever, and a competing sibling may make one of several responses. If there is a chance that the more successful sibling may be surpassed, the lower achiever may redouble his efforts and try harder to be the highest achiever in the family. If, on the other hand, the possibility of winning the achievement battle seems remote, the lower achiever may withdraw from the school achievement battlefield and attempt to find status in another arena of battle. The lower achiever may strive to become the most socially adequate sibling, the best athlete, or the highest achiever in some non-academic part of the school curriculum.

Siblings which have formed an alliance relationship can cooperate because one does not threaten the status of the other. It is also possible that alliance relationships are formed by two siblings in an effort to defeat a third sibling who is a common foe. Siblings that are quite far apart in age or are of different sexes may find that no threat exists if both become high achievers. For example, one child can find status by being an adequate boy achiever in junior high school while the other can find status by being an adequate girl achiever in the third grade. The alliance between three children may be strengthened if they both feel challenged by a third sibling in the fifth grade.

From the moment of birth the child acts, thinks, and feels in response to his work in accordance with how he experiences or perceives his world is to him--reality. What actually happens to the individual is not as important as how he interprets the situation. It is not the position in the family sequence that is the decisive factor, but rather the situation as the individual interprets it.

(Part II) Position Characteristics

A rule of thumb for determining ordinal positions within a family is looking for five year spreads. If there is a <u>five or more year spread</u> between children, the younger child is more like an oldest or only. For example,

(oldest)	John
(middle)	Sue - 2 (two years younger than oldest)
(youngest)	Mary - 3 (three years younger)
(only or oldest)	Joe - 9 (nine years younger)

Following are characteristics of each ordinal position.

Single Child

The only child has a decidedly difficult start in life because the entire childhood is spent among persons who are more proficient. The only child may try to develop skills and areas that will gain approval of the adult world or solicit their sympathy by being shy, timid or helpless.

Is either a pampered child or a competent child.
A boy sometimes feels that his father is his rival.
Enjoys a position as the center of interest.
Usually is interested only in oneself.
Sometimes has a feeling of insecurity due to the anxiety of the parents.
Usually are not taught to gain things by own effort; merely to want something is to have it.
If requests are not granted, the only child may feel unfairly treated and refuse to cooperate.
Often loners may expect a "special place" without having earned it.

Oldest Child

The oldest child has a threatened position in life; being the oldest should entitle the first child to the favored spot and frequently does. However, discouragement may follow upon the birth of the second child and the responsibility of the favored position may shift.

Is an only child for a period of time and has, therefore, been the center of interest.
Has to be first--in the sense of gaining and holding superiority over the next children.
Becomes a "dethroned" child with the birth of the second child. May feel unloved and neglected. Usually strives to keep or to regain his mother's attention by positive deeds; when this fails, quite often switches to the useless side and may become obnoxious. If mother fights back, the child may become a problem child.
Could develop a good, competent behavior pattern or become extremely discouraged.
Sometimes strives to protect and help others in his struggle to keep the upper hand.
Sometimes death wishes or expressions of hate are directed toward the second child.

If the oldest child is a boy followed by a sister--within a short time:

Personal conflict may become a pattern of sexual discord.
Girls develop faster than boys during one to seventeen and press closely on the heels of the first child. Girls may displace boy as "oldest" child.
The boy usually tries to assert himself because of social preference for boys and may take advantage of his masculine role.
As a teenager, may become a critic of parents--previously only critical of siblings.

Second Child

The second child has somewhat of an uncomfortable position in life and usually takes a steam-engine attitude, trying to catch up with the child in front and has feelings of being under constant pressure.

Never has the parents' undivided attention.
Always has another child in front who is more advanced.
Feels that the first child cannot be beaten which disputes a claim of equality.
Often acts as though there is a race to be won. Hyperactive and pushy.
Has the "Avis Complex" - because I am second I will try harder.
If the first child is successful, the second is more likely to feel uncertain of self.
Usually is the opposite of the first child (If the first child is "lazy".)
Becomes a "Squeezed child" whenever a third child is born.
Tends to be more aggressive socially than oldest child.

Youngest Child

The youngest child has quite a peculiar place in the family constellation and may become a "speeder" because of being outdistanced and thus may become the most successful; or if discouraged have inferiority feelings.

Is often like an only child.
Usually things are done for "the baby" - decisions made, and responsibility taken.
Usually is spoiled by the family.
Finds oneself in an embarrassing position--is usually the smallest, the weakest and above all, not taken seriously.
May become the "boss" in the family.
Either attempts to excel his brothers and sisters or evades the direct struggle for superiority.
May retain the baby role, and hook others into a service role.
Often allies with the first as being different from the rest.

Middle Child of Three

The middle child of three has an uncertain place in the family group--and may feel neglected. The middle child discovers that the privileges of the youngest and the rights of an older child are not available.

May feel unloved and abused.
Becomes a "squeezed child" whenever a third child is born.
May hold the conviction that people are unfair.
May be unable to find a place in the group.
May become extremely discouraged--and more prone to become a "problem child."

Leader's Summary of the Four Goals of the Child's Disturbing Behavior #2

Every action of a child has a purpose. His basic aim is to have his place in the group. A well-behaved and well-adjusted child has found his way toward social acceptance by conforming with the requirements of the group and by making useful contributions. But even the child who misbehaves and defies the needs of the situation still believes that his actions will give him social status. He may try to get attention or attempt to prove his power, or he may seek revenge or display his deficiency in order to get special service or exemption. Whichever of these four goals he adopts, his behavior is based on his conviction that only in this way can he function within the group. His goal may occasionally vary with circumstances; he may act to attract attention at one moment, and assert his power or seek revenge at another. He may also obtain his goal by different techniques; and conversely the same behavior pattern may be used for different purposes. Its dynamics can be generally recognized by the effect it has on others, and by their reactions.

1. ATTENTION: is operative in most young children. Its predominance is the result of the method in which children are brought up in our culture. When young, they have few opportunities to establish their social position through useful contribution. Whatever has to be done for the welfare of the family is done by older siblings or adults. This leaves only one way for a young child to feel a part of his family group. Prevented from gaining status through his own constructive contributions, he seeks proof of his acceptance through gifts, demonstrations of affection, or at least through attention. As none of these increases his self-reliance and self-confidence, the child requires constant new proof that he is not lost and rejected. He may try first to get results through socially acceptable and pleasant means, like charm, cuteness, bright remarks, and the like. When, however, these methods are no longer effective--when a younger sibling steals the show, or when the adults expect the child to give up his "childish" behavior as he grows up--he will try any other conceivable method to put others into his service or to get attention. Unpleasent by-products like humiliation, punishment, or even physical pain do not matter as long as his main purpose is achieved. Children prefer being beaten to being ignored.

2. POWER: Efforts to "control" the child lead to a deadlock in a struggle for power and superiority between child and adults. The child tries to prove that he can do what he wants and refuses to do what he ought to. No final "victory" of parents or teachers is possible. In most instances the child will "win out", if only because he is not restricted in his fighting methods by any sense of responsiblity or moral obligation. The few times that parents are able to score a "victory" and overpower the child make him only the more convinced of the value of power and the more determined to strike back, the next time with stronger methods.

3. REVENGE: This battle between parents and child for power and domination may reach a point where the parents try every conceivable means to subjugate the culprit. The mutual antagonism may become so strong that each party has only one desire; retaliation, to revenge his own feeling of being hurt. The child no longer hopes merely for attention or even power; feeling ostracized and disliked, he can see his place in the group only by his success in making himself hated. Children of this type know where they can hurt the most and take advantage of the vulnerability of their opponents. They regard it as a triumph when they are considered vicious; since that is the only triumph they can obtain, it is the only one they seek.

4. ASSUMED DISABILITY OR INADEQUACY: A child who is passive, or whose antagonism is successfuly beaten down, may be discouraged to such an extent that he cannot hope for any significance whatsoever. He expects only defeat and failure and stops trying. He hides himself behind a display of real or imagined inferiority. He uses his inability as a protection so that nothing will be required or expected of him. By avoiding participation or contribution, he tries to preclude more humiliating and embarrassing experiences.

Leader's Summary on Encouragement #2

At present, children are exposed to a sequence of discouraging experiences. Deliberate encouragement is essential to counteract them. The child misbehaves only if he is discouraged and does not believe in his ability to succeed with useful means. Encouragement implies your faith in the child. It communicates to him your belief in his strength and ability, not in his "potentiality". Unless you have faith in him as he is, you cannot encourage him.

The following are nine important steps in the encouragement process. Each step is followed with a case example written by teachers and principals.

1. Valuing the Child

Early in spring I received a notice that a noted troublemaker from another school in our district was being transferred to our school. He was a seventh-grade boy, very mature, and big for his age. I called Bill into my office the first day and told him I was very happy to see him at our school. I told him we could use a boy like him for our patrol and also that he would be a definite asset to our softball team. I knew ahead of time that he was a good athlete and liked baseball. I also talked a little baseball with him, and I could see he was happy with our little conversation.

Bill was placed on the partol and has done an excellent job. He has been guilty of a few minor rule infractions but has done nothing seriously wrong. He is very well liked by his classmates, and he has become a leader with his peer group.

I have become quite fond of Bill and consider him one of the nicest boys attending the school. His mother recently came to school and told me how happy she was about the way Bill has been behaving himself and how much he likes to come to school.

2. Showing faith in the Child

The children were sitting on the floor of the library listening to the librarian tell about the Caldecott and Newberry awards. The librarian was explaining that the Caldecott was awarded for the best illustrated children's book of the year. Mrs. Smith, the teacher, said, "Some of you children may grow up to be fine book illustrators and perhaps achieve this award some day." Tim spoke up and said that he had just written a story and he bet he could draw a picture for every page, and win an award too, right now. Instead of doing what some might consider the obvious and pointing out that he was too young, Mrs. Smith agree with him, saying that he was a fine artist and that his work was very good.

3. Creating Self-Confidence

The first grade was presenting a program for the other grades. The program was a play which involved some reading. The best readers were chosen for the leading roles. The day before the program many of the children were not in school because of illness. The teacher had to find replacments. Danny was a boy who never read in class. He did not like to read and never read well. The teacher took this opportunity to stimulate him. She said, "Danny would you like to take the reading part? We need someone who can do a good job, and I am sure you can."

Danny was reluctant. Tryouts were scheduled for lunch hour. At lunch time Danny was there. He was not the best reader, but the teacher told him he read well. The teacher helped Danny after school, and Danny took the play home to practice The next day on the program Danny was an effective reader replacement. He had an opportunity to attain real social status, to belong. He felt successful when the play was a success. From that day on Danny loved to read and volunteered frequently in the classroom.

4. Recognizing a Job Well Done

Tommy had been a problem all year in many ways. Because he failed to turn in arithmetic assignments, he had been held back from going on to multiplication with the rest of the group. He appeared to accept this calmly and continued to function in the same manner, until one day I gave a test including addition, subtraction, and multiplication. He was instructed to do only the first two parts. Much to my amazement he did part three and did it exceptionally well! I praised him highly in front of all, and soon the children too were encouraging him. Tommy functioned effectively in arithmetic from that point on.

5. Utilizing the Group

I rearranged the seating in the classroom early in April. One of the changes was placing Ruth and John next to each other.

Ruth is a somewhat withdrawn child who does above average in her school work. She is an avid reader and has an extensive personal library which includes a variety of science and history books for young children. Many of these books are kept in school either in Ruth's desk or in her locker. All of her spare time is spent reading books. Her social contacts are almost nonexistent.

John is active, outgoing boy, somewhat of a discipline problem. He is slightly below average in achievement. The apparent cause of poor achievement is his inattentiveness combined with a desire to finish, regardless of quality, all he is assigned.

Within a few days after the change in seating, I noticed John asked Ruth about a book she was reading. She passed it to him, and John started to look through it, making a comment now and then and calling her attention to a picture. I walked past their desks and saw that it was a book about the planets. Soon Ruth was letting John borrow her books. Recently, I saw Ruth and John talking outside after school. The children tell me they walk home together almost every day.

6. Integrating the Group

I have nine boys and one girl from grades 6, 7, and 8 working alone in an extra room from 2:00 to 2:45 p.m. daily. All but one have serious reading handicaps. One asked to join the class for self-improvement. I gave them a talk describing the self-study and test program. They believe in the program implicitly. One eigth-grade boy, who does not cry readily, burst into tears when they returned to their home room. The eigth-grade teacher asked what happened. "I got six wrong," said Bill.

I do not ask their scores, as this is a private project. Next day I had two minutes alone with Bill. "Why don't you ask me for help if you don't know how to answer a question?" I asked.

"In front of those sixth-grade kids?" answered Bill.

"They are doing easier cards than you are, but I'll step into the hall with you if you'd rather. What gave you trouble?" I asked.

"Those long and short marks; I can't tell the difference," said Bill.

"Well, thank you for telling me. Maybe there are a lot of others in your room who can't. I'll have Mrs. James explain it for all the grades in English class tomorrow," I promised.

*Dinkmeyer, Don and Rudolf Dreikurs. Encouraging Children to Learn: The Encouragement Process. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.

7. Assist in Development

Millie is a slow learner. She is a fifth-grade girl who was a member of a club for girls which I helped to direct. A part of the club work is memorizing. The girls have booklets with sections on which they are tested and for which they receive awards similar to the scouting program. In most cases the girls learned the verses at home and just recited them to the leaders at the club meeting. Millie was having trouble. She couldn't seem to pass any of the work. I realized she needed encouragement.

I went over with Millie the particular section she had to do and said to her, "Now you study just this much, and then say it to me."

When she had learned one small part, we went on to the next bit. After she had learned each assigned portion to the end of the section, I had her look over the whole section again. She was then able to recite the whole section. Millie was a very happy girl when I was able to sign the section indicating that she had passed it. After that meeting, Millie did not sit with a baffled look on her face. It had seemed like an insurmountable task to her. Now she knew that she could do it. Millie gained courage through pacing. This technique can be applied to groups also.

I have found that the best form of encouragement is never to let a child fail in his efforts. I have physical education classes and use this method all the time. Some children are better than others in certain activities; some cannot perform at all. In my instruction I keep up a constant line of sincere praise. I tell each child how well he did; when someone is so wrong that the whole class knows it, I always find a part to praise. If the child receives such praise he does not tense up, and even though he is not good, he will return for more instruction and will soon do the job well enough. It frequently happens that the other children also take pride in this child's progress.

8. Recognizing and Focusing on Strengths and Assets

George did not do any class assignments. He had an average IQ. After about three weeks of school had passed, I discovered that he could read very well. I brought this ability to the front and allowed George to experience success in this area, and it wasn't long before he started trying in the other subjects. His status in the group ascended rapidly.

9. Utilize the Interest of the Child

Tim does well in creative work but is apt to be in such a hurry that his writing is messy. For an American history assignment, he wrote a poem about Captain John Smith which was so good that each of the other fifth-grade classes wanted a copy. Thrilled by this recognition, Tim made three very neat copies for them.

Some specifics in how to verbally encourage follow. These ideas are intended to be of help to parents and teachers in working with children. Whether these remarks will in fact be encouraging will depend on the attitudes of the adults using them. Is the feeling one of belief in the child, trust, confidence, acceptance sometimes mixed with humor; or is the feeling one of moralizing, preaching or impatience?

1. "You do a good job of....."
   Children should be encouraged when they do not expect it, when they are not asking for it. It is possible to point out some useful act or contribution in each child. Even a comment about something small and insignificant to us, may have great importance to a child.

2. "You have improved in....."
   Growth and improvement is something we should expect from all children. They may not be where we would like them to be, but if there is progress, there is less chance for discouragement. Children will usually continue to try if they can see some improvement.

3. "We like (enjoy) you, but we don't like what you do."
   Often a child feels he is not liked after he has made a mistake or misbehaved. A child should never think he is not liked. It is important to distinguish between the child and his behavior, between the act and the actor.

4. "You can help me (us, the others, etc.) by..."
   To feel useful and helpful is important to everyone. Children want to be helpful; we have only to give them the opportunity.

5. "Let's try it together."
   Children who think they have to do things perfectly are often afraid to attempt something new for fear of making a mistake or failing.

6. "So you do make a mistake; now, what can you learn from your mistake?"
   There is nothing that can be done about what has happened, but a person can always do something about the future. Mistakes can teach the child a great deal, and he will learn if he does not feel embarrassed for having made a mistake.

7. "You would like us to think you can't do it, but we think you can."
This approach could be used when the child says or conveys that something is too difficult for him and he hesitates to even so much as try it. If he tries and fails, he has at least the courage to try. Our expectations should be consistent with the child's ability and maturity.

8. "Keep trying. Don't give up."
When a child is trying, but not meeting much success, a comment like this might be helpful.

9. "I'm sure you can straighten this out (solve this problem, etc.), but if you need any help, you know where to find me."
Adults need to express confidence that children are able and will resolve their own conflicts, if given a chance.

10. "I can understand how you feel (not sympathy, but empathy) but I'm sure you'll be able to handle it."
Sympathizing with another person seldom helps him, rather it conveys that life has been unfair to him. Understanding the situation and believing in the child's ability to adjust to it is of much greater help to him.

Leader's Summary of Understanding a Child's Mistaken Goals #3

Goals of Misbehavior	Child is saying	Teacher or Parent feels	Child reacts to reprimand by	Some suggested corrective measures
Attention-getting Mechanisms	I count only when I am being noticed or served	Annoyed, wants to remind, or coax. Delighted with "good" child	Temporarily stops disturbing action when given attention	Ignore Answer or do the unexpected. Give attention at pleasant times
Power	I count only when I am dominating, when you do what I want you to do	Provoded Generally wants power Challenged "I'll make him do it" "You can't get away with it."	Intensifies action when reprimanded Child wants to win, be the boss	Extricate self Act, not talk Be friendly Establish equality Redirect child's effort into constructive channels
Revenge	I can't be liked, I don't have power, but I'll count if I can hurt others as I feel hurt by life	Hurt, mad "How could he do this to me"	Wants to get Makes self disliked	Extricate self Win child. Maintain order with minimum restraint. Avoid retaliations. Take time and effort to help child
Inadequacy	I can't do anything so I won't try to do anything at all. I am no good.	Despair "I give up."	No reprimand, therefore, no react on Feels that there is no use to try Passive	Encouragement (may take a long time) Have sincere faith in child's ability

PARTICIPANT WORKSHEETS

Objective: To react to situations of labeling in education.

Activity 2, Goal 1 — 5 minutes, part 1

LABELING IN EDUCATION

TASK DIRECTIONS

Read the following examples of labeling in education. Pay attention to how you feel as you read the situations. What kind of relationships are being reinforced . . . 1-up, 1-down, mutual respect? What are the yardsticks?

After you have finished go on to the follow-up worksheet.

A. The third grade teacher is working with a reading group in the corner of his room. He is going over the workbooks with the whole group, discussing what was missed and what the right answers should be. In this school, as in many, the teachers are critics, trained in that role. All work is to be "corrected", so that for most children, all day, everyday, they are being told what is wrong with them and their work.

B. An "innovative" teacher is having an "arithmetic competition" using flash cards. The children have been divided into two teams. If a child misses the answer, he has to sit down in his seat. However, if the child answers correctly, he is allowed to remain standing in front of the class. The children continue guessing answers, "2 . . . 4 . . . 8 . . .". One boy always wins and other children hate him for it.

C. It is time for the fourth graders to go to physical education class. It is apparent, from the looks on their faces, which children have learned the misery of failure, and those who have been reinforced with the thrill of success. Today's lesson involves running in relay teams. The children are cheering and jeering - cheering those who are fast and jeering those who are slow, and who lose the match for the whole team.

D. Boris, a fifth grader, is at the board attempting to reduce a fraction to its lowest term. He is performing for the teacher and class, and he is being judged. Boris is having trouble reducing the fraction, the teacher suggests that he 'think". She is painfully patient, but Boris is mentally paralyzed. All the while hands are waving, heaving up and down, all frantic to correct Boris. Finally, the teacher gives up with Boris and calls on Peggy, who always knows the right answers (unfortunately for her). Looked at from Boris' point of view (which it seldom is) the nightmare at the blackboard was, perhaps, a lesson in controlling himself so that he would not fly shrieking from a room under enormous public pressure.

E. The fifth grade music class meets every Wednesday afternoon. Today the teacher is gathering together a small group of singers to perform at the next P.T.A. program. The children are "auditioned" by singing in front of each other. As one boy consistently sings a half tone flat throughout his song, snickers and embarassed laughter permeate the room. He returns to his seat, eyes down-cast, never to sing again that day.

*Situations taken and adapted from "On Being Number One: Competition in Education" by David N. Campbell

Objective: To become more aware of negative and positive labels.

Activity 2, Goal 1 — 10 minutes, part 2

TASKS DIRECTIONS

Pick two situations and consider what negative labels the children/teachers might use for the ones who are not "measuring up" on the yardsticks.

Then, brainstorm positive labels for classroom children. Sometimes the negatives are easier!

Possible Negative Labels:

Situation ___ _____

_____

_____

Situation ___ _____

_____

_____

Positive Labels:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Objective: To present a summary of the four goals of misbehavior

Activity: 1, Goal 2

GOAL CHART

TASK DIRECTIONS

This is for your study and review. It gives an overview of the four goals of misbehavior.

GOAL OF MISBEHAVIOR	WHAT CHILD IS SAYING	HOW PARENT OR TEACHER FEELS	CHILD'S REACTION TO REPRIMAND	SOME CORRECTIVE MEASURES
ATTENTION	I only count when I am being noticed or served	Annoyed Wants to remind, coax Delighted with "good" child	Temporarily stops disturbing action when given attention	Ignore Answer or do the unexpected Give attention at pleasant times
POWER	I only count when I am dominating; when you do what I want you to	Provoked Generally wants power challenged "I'll make him do it." "You can't get away with it."	Intensifies action when reprimanded Child wants to win, be boss	Extricate self; Act, not talk; Be friendly Establish equality Redirect child's stress into constructive channels
REVENGE	I can't be liked. I don't have power, but I'll count if I can hurt	Hurt, mad "How could he do this to me?"	Wants to get even Makes self disliked	Extricate self; Win Child; Maintain order with minimum restraint Avoid retaliations Take time and effort to help child
INADEQUACY	I can't do anything right so I won't try to do anything at all; I am no good	Despair "I give up"	No reprimand, therefore no reaction Feels there is no use to try Passive	Encouragement (may take long) Faith in child's ability

Worksheet #3

Objective: To highlight the goals and reactions to help decide mistaken goals

Activity 1, Goal 2

GOAL SUMMARY

TASK DIRECTIONS

This is for your review and help in the following workshop activity.

Goal 1 - Attention-Getting

The child's goal is to keep you busy.

Your reaction is one of annoyance.

Goal 2 - Power

The child's goal is to show he is boss.

Your reaction is anger.

Goal 3 - Revenge

The child's goal is to get even.

Your reaction is to feel hurt.

Goal 4 - Withdrawal

The child's goal is to be left alone.

Your reaction is giving up.

Objective: To determine the goal of the misbehaving child and alternatives.

Activity 2, Goal 2 10 minutes

SITUATIONS

TASK DIRECTIONS

Read the following examples and decide on the goal of each child in each situation Also decide on what the adult might do.

1. Temper Tantrums

Five-year-old Sandra was playing at the neighbors. Mother called her to come home. She continued playing. Mother went to where she was playing and told her to come home immediately. She continued playing. Mother grabbed her by the hand and started pulling her toward home. Sandra started screaming and yelling at the top of her lungs. She also began kicking at Mother.

The child's goal is:

___ A. to get attention, keep Mommy busy with her, get service.

___ B. to boss Mommy, have power, defeat her.

___ C. to counterhurt, get revenge, power with vengence.

___ D. to appear disabled (get Mommy to think this).

To change the child's misbehavior Mother should:

___ 1. Stop and paddle her.

___ 2. Give her the choice of walking or being carried.

2. Dependence

Six-year-old John never completely dresses himself in the morning. Today he came down from his bedroom, as usual, with his shoes laces untied. Mother tied them for him. She demonstrated over and over to him how to do it, but he does not learn.

The child's goal is:

___ A. to get attention, keep Mommy busy with him, get service.

___ B. to boss Mommy, have power, defeat her.

___ C. to counterhurt, get revenge, power with vengence.

___ D. to appear disabled (get Mommy to think this).

To change the child's misbehavior Mother should:

___ 1. Take more time to train him how to tie his shoe laces.

___ 2. Do not see they are untied.

3. Ineptitude

Tim, age six, is the second child. He is small for his age. Each morning as school time approaches he complains of having a stomach-ache. "Whenever I ask him to read for me," Mother said, "he gets a panic look in his eyes and sort of melts into the chair. It's got so I don't like to ask him to do anything."

The child's goal is:

___ A. to get attention, keep Mommy busy with him, get service.

___ B. to boss Mommy, have power, defeat her.

___ C. to counterhurt, get revenge, power with vengence

___ D. to appear disabled (get Mommy to think this).

To change the child's misbehavior Mother should:

___ 1. Tell him to shape up and that his older brother Jim does not act that way.

___ 2. Ignore his stomach ache. Say, "I know it's hard to learn to read, but you'll learn with practice." Never criticize.

4. Stealing

Ten year old Bill bought a $4.00 model car with $5.00 he took from Mother's purse without her knowledge. Mother cried, then spanked him when she found out about it.

The child's goal is:

___ A. to get attention, keep Mommy busy with him, get service.

___ B. to boss Mommy, have power, defeat her.

___ C. to counterhurt, get revenge, power with vengence.

___ D. to appear disabled (get Mommy to think this).

To change the child's misbehavior Mother should:

___ 1. Spank him harder and tell him how disappointed you are in him.

___ 2. Show no hurt in facial expression or tone of voice. Say calmly, "What can we arrange for you to do to repay the $5.00?"

5. Disobedient Child

Mother told John, age seven, to hurry and get dressed for Sunday School. John said, "I won't, I am not going, and no one is can make me."

The child's goal is:

___ A. to get attention keep Mommy busy with him, get service.

___ B. to boss Mommy, have power, defeat her.

___ C. to counterhurt, get revenge, power with vengence.

___ D. to appear disabled (get Mommy to think this).

To change the child's misbehavior Mother should:

___ 1. Say, "Listen young man, you are going if I have to drag you."

___ 2. Say nothing. Two minutes before time to leave, announce the time to the family. Leave without John if he is not ready.

6. Biting Fingernails

Jackie, a ten year old, is the oldest in the family of six. Her fingernails are bitten down to the quick. Today, as usual, Mother saw her biting her fingernails and said, "Stop that Jackie. How can you continue to bite your fingernails when it makes your hands look so awful? I never did that when I was you age." Jackie immediately took her hand away from her mouth, but as soon as Mother looked away she continued biting them.

The child's goal is:

___ A. to get attention, keep Mommy busy with her, get service.

___ B. to boss Mommy, have power, defeat her.

___ C. to counterhurt, get revenge, power with vengence.

___ D. to appear disabled (get Mommy to think this).

To change the child's misbehavior Mother should:

___ 1. Not see the misbehavior, continue ironing.

___ 2. Tell her that boys will not like her when she gets older if she continues.

Objective: To determine the benefits of working with children who are aware of the purposes of misbehavior.

Activity 1, Goal 3 — 20 minutes

BENEFITS IN WORKING WITH GOAL-AWARE CHILDREN

TASK DIRECTIONS

In your small group, discuss what benefits a teacher could derive in working with children who are aware of the goals of misbehavior.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Objective: To summarize the steps in teaching the goals of misbehavior to children.

Activity 2, Goal 3 45 minutes

SUMMARY OF STEPS IN TEACHING GOALS

TASK DIRECTIONS
Use this to keep notes on the three main steps in teaching the four goals of misbehavior.

STEP 1:

STEP 2:

STEP 3:

PARTICIPANT SUMMARIES

Objective: To review the steps in teaching the four goals of misbehavior.

Activity: 2, Goal 3 45 minutes

STEPS IN TEACHING THE FOUR GOALS

TASK DIRECTIONS

Read this at your own leisure outside the workshop. It is a review and summary of the steps presented.

STEP 1: Finding a Place

a. Ask the children how they find a special place in their families, i.e. by being the best _____, or the worst _____. Ask for words that describe a way of being or behaving.

b. Point out the importance of having a place and what it would be like not to have a place.

STEP 2: Family Constellation

a. Group all of the first-born, middle, youngest, and only children together to discuss what it is like to be in their positions--the advantages and disadvantages.

b. Ask each group to report back the advantages and disadvantages.

(This step can simply be discussed within a large group, but the smaller grouping often lends more fun and spontaneity.)

STEP 3: Four Goals of Misbehavior

a. Present the idea that behavior is not so mysterious, but often has a purpose that a person does not realize.

b. Take each goal, one at a time, and ask the children to guess how a person might be finding his/her place. For example,

"John is always asking Mom for help, even when he doesn't need it. He oversleeps, and Mom is constantly reminding him to get up, or hurry up, or eat his breakfast, or do his homework. How do you think he might be finding his place?" Ask the children to guess, and if no one guesses by attention-seeking, then ask them what they think of attention or keeping someone busy as a way of finding a place.

c. After each goal has been discussed, discuss with the children alternative behaviors for the misbehaving child and others in contact with him/her.

d. Use stories, classroom situations and home situations as a vehicle for looking at the clues for deciding the goal level, alternative behaviors for the misbehaving child and alternative behaviors for others in contact with him/her. (See handout of stories to use with children for determining goals.)

Objective: To give examples of stories that can be used with children to help them learn the goals of misbehavior.

BEHAVIOR-GOALS STORIES FOR CHILDREN

TASK DIRECTIONS

The following stories are for your use outside this workshop. These stories are useful for helping children to determine goal levels in a non-threatening way.

The purpose of one's behavior can be revealed through stories of animals, people, and things without making children feel threatened or anxious. Identifying with the main character in a story is easy, especially if there is something in a story that parallels or contrasts with our lives.

Satisfaction in "social interest", sharing, generosity, and patience can be developed in children through class discussion of the stories. The four misbehavior goals can become less and less a problem with the children.

Here are some suggestions for the use of the stories that follow:

1. Fit the story to one's immediate situation or current problem.
2. When the teacher reads the story, be careful not to tell or suggest by the tone of the voice that which is "bad" or "good".
3. Create some mystery about the stories. Do not tell more than is written in the story. Do not explain the mechanics of the story unless it is needed after the story is read as a part of training the children.
4. Read and have class discussions of the same story more than once. The second time might be a few days later. With younger children it is usually enjoyed and talked about more the second time.
5. In the discussion, do not stop with just the unacceptable behavior. Discuss how the child's (or animal's) purpose

was served by the behavior. Discuss what was wrong in thinking this way.

6. Tell the story in a way that will better fit the age of the children. Try it different ways until it best helps the children discover the desired points.
7. For older children and for teenagers, the newspapers have many articles and news items that will be usable regarding unacceptable behavior and self-understanding.
8. The teacher may want to write some stories to use with the class in self-understanding.

Intermediate Grades
Power

TOM AND HIS CLOTHES

"Tom, will you please pick up your clothes?"

"Aw, Mom, there's a great western on TV."

"You might have considered that before it started. You know that Aunt Clara will be here any minute."

There was no response from Tom.

"Tom, NOW!" Mother walks briskly across the room and snaps off the TV. She prods Tom toward his clothes. He picks up the clothes and stomps outside. His sister Tina is about to begin her doll's tea party. Splunk! His kick scatters her dolls in disarray. Tina runs crying to Mom.

Questions

1. How do you feel about this story?
2. Was Tom really angry with Tina or her dolls?
3. Why did he behave in such a way to Tina?
4. How would you feel when someone turned off a program you were watching?
5. How many of you are like Tom or know someone like him?
6. How might Tom and his mother solve their problems in the future without someone being angry?

Primary
Attention-getting

SLOW CHIPPER CHIPMUNK

"Chipper Chipmunk, hurry and finish your breakfast, or you will be late for school. Your sister left the house thirty minutes ago," scolded Mother Chipmunk.

The wee chipmunk slowly finished his breakfast and finally trudged along the path to Chipmunk School. Chipper's reading group was reading a new story when he entered his classroom.

"Here's Chipper. He's late again," said Susie.

"What shall I do with my lunch money, Miss Brown?" asked Chipper. "I need a lunch ticket."

"Peter has taken the lunch money to the office already. You may go to the office later," replied Miss Brown.

"What are we reading now?" interrupted the little Chipmunk.

Someone told Chipper what they were reading and the plans for the day. After class, another pupil told Chipper about other important discussions and plans that Chipper had missed because he was tardy.

"I wish Chipper would get here on time, so that he wouldn't interrupt our story," squeaked Chatterer.

Questions

1. Is this a true or a make-believe story?
2. What did you think of Chipper? Why?
3. Why do you think Chipper came to school late every morning?
4. What did Chipper get by coming to school late?
5. Who gave him all the attention?
6. Did he get attention from anyone other than the class and the teacher? How? Why?
7. Did Chipper remind you of boys and girls? How?
8. Could Chipper get attention in a different way? How?

Intermediate or Junior High
Attention-getting

CONNIE WANTED TO BE BEST

Connie works very hard in school and is always the best. She can read well. She always gets her spelling and math right. Everyone likes her and always chooses her for games because she is so nice.

Just by looking at her and all her friends, you could not tell that Connie isn't really very happy. She worries all the time about not being the best. If she isn't the best, she feels her friends may not choose her. What would her mom and dad say if she got a low grade? Would her teacher still like her if she didn't always get everything right?

Questions

1. How do you feel about Connie?
2. Could someone who always worries about mistakes be happy?
3. How many of you think it is possible for one person always to get everything right? What makes you think that?
4. Do we like our friends because they don't make mistakes or for some other reason? What are some reasons?

Primary Grades
Attention-getting

PETUNIA, FIRST AND BEST

Petunia was a pig who had seven brothers and sisters. They all lived together with their mother in a nice pen on a farm.

The farmer was very good to them and gave them all plenty of good things to eat.

Petunia was the largest of all the family, and no wonder: each time she heard the farmer coming, she would run to the feed trough so she could be first to start eating. If any of her brothers or sisters stood in her way, she would push them aside. She did not care if any of the others had food to eat. Petunia always wanted to be first and always wanted the best and most food. Her mother was quite unhappy, because she did not know what made Petunia act that way. Mother Pig thought that Petunia should share, since Petunia was the oldest of all the children.

Questions

1. What do you think of Petunia?
2. Did Petunia have good manners?
3. Why did Petunia want to be first all the time, when she really didn't need to be?
4. What could the farmer to do to keep Petunia from being so selfish?
5. Do you suppose Petunia's mother could help? How?
6. What could the other little pigs do to help Petunia?

Second Grade
First and Best

MAY, WHO HAD TO BE FIRST AND BEST

"Mrs. Wilson, could we please hear May's story again now? It was a real neat one," said Fred.

"Yes," said Mark, "She sure tells good ones."

May was often chosen for the reader during story times, too, because the boys and girls in the second grade loved to hear her read. In fact, they thought she could do almost everything in school well.

May was also a leader on the playground, because she could always seem to think of interesting things to do. Sometimes, though, the other girls who played with her would choose a game that May did not want to play, and then she would get mad. Sometimes she would cry or even stop playing.

Sometimes May had trouble in the lunch room. A few times she pinched the girls next to her when they had started to eat before she began.

Questions

1. What do you think about May? Why?
2. Have you ever known anyone who acted like May?
3. Why do you suppose that May acts the way she does on the playground?
4. Do you think May is happy in the lunch room? Why not?
5. Does a person always have to be best in everything? Does she always have to be first? Why not?
6. Could you think of any ways in which we might help May if she were in our class?

Fourth Grade
Attention-getting and power

CRYING DIEGO

Diego lives next door to my grandmother. When I go visiting her, I sometimes play with him. Diego is my age, but I do not like to play with him very well, because he's always crying about something. He cries when he can't be first, and he cries if we don't play the game the way he wants to play it.

Many times the other kids and I run away from Diego and play where he can't see us. The kids say he always cries, even at school when he makes a mistake in his work. I wish Diego wasn't such a cry baby. No one expects a boy in the fourth grade to cry all the time. I would like to play with Diego if he didn't cry so much.

Questions

1. What things make Diego cry?
2. What do you think you would do if you were around when Diego started crying?
3. What do you suppose the teacher at school does when Diego cries?
4. Do these things help you think of some purpose for Diego's crying? What do you think he gets as a result of crying? If he didn't cry, what would be different?
5. What are some things Diego could do to get attention that would be better than crying? Would these things work for girls, too?
6. How could we help someone like Diego?
7. Do you ever cry or feel like crying for some of the reasons we have talked about?
8. Would your real purpose be similar to Diego's?
9. Could you help one another in the way we decided we might help Diego?

Primary, perhaps intermediate
Attention-getting

PEDRO

Pedro is a puppy who is always getting into mischief. He often snatches something that belongs to one of the children or to the father and runs off with it. This usually happens right under their noses. Of course they run after him, trying to retreive the stolen object. Pedro seldom bothers with mother. Once, when he took her slipper and ran off with it, she tossed him the other one, too, and kept reading her magazine.

Questions

1. How do you feel about Pedro?
2. Why do you suppose he only takes the things that belong to the other members of the family?
3. I wonder why he usually takes things only when he is being watched.
4. What could father and the children do about this problem? What could they do for Pedro?
5. Do you know any children who are like Pedro in their behavior?
6. What do you think about these children? Could the same solution that worked with the dog work for a human problem?

Primary and kindergarten
Attention-getting

POOR LUCIA

Lucia was always late for school. The minute she stepped inside the door, the tears would start. She cried when it was time to work; she cried when it was time to play. All Lucia wanted to do was sit and look sad. If the teacher asked her a question, she would start to cry. The children would say, "Poor Lucia," and try to help her with her work. Many times on the playground Lucia would fall, and the tears would bring the girls running to see if she was hurt. Most of the time she was not hurt.

Questions

1. What do you feel about a person who seems to cry all the time?
2. What makes people cry?
3. How do you think Lucia felt about herself? Why?
4. Why do you think Lucia always came late?
5. How do the children feel about Lucia? Why?
6. What did Lucia get when she cried?

...continued

7. Can you tell other ways to get attention instead of crying?
8. Do you think Lucia wanted everyone to do things for her just because they were sorry for her?

Primary or intermediate
Attention-getting

TOMASA, THE QUIET ONE

Tomasa never got in anyone's way. She always saw to it that she was the last in line for recess, for lunch, or to go to the library. Of course if someone else was late, Tomasa didn't care. When she came to the reading group, she would wait until all the other children were seated before she would slide silently into her chair.

One day the teacher asked Tomasa to read. She began to read, but--as usual--she read so softly that no one could hear her. The teacher and the children did everything they could think of to get Tomasa to read loud enough for all to hear, but they just couldn't get her to do it.

Questions

1. What do you think of Tomasa?
2. Why do you think she was always so quiet?
3. Could she have read louder?
4. Why didn't she read louder?
5. Was she getting people to notice her?
6. How did she do it?
7. Do you know people like Tomasa?
8. What other ways could Tomasa get attention which might be better?
9. How could we help someone like Tomasa?

Primary or intermediate
Attention-getting

IMPOLITE MARIA

Maria's family noticed that she had one habit that was rapidly becoming very irritating to all of them. It didn't seem to make any difference to Maria who was talking or what was being said. Maria was so eager to have her say that she was constantly interrupting the speaker. She seldom apologized for this. As a matter of fact, she didn't give any indication that she was aware of what she was doing. When her mother reminded Maria that it was impolite to interrupt, Maria answered, "Did I interrupt? I didn't know that," or "Oh, I thought you were done."

No matter how many times her parents reminded her, Maria still constantly broke into the conversation. Now, Mother and Dad often became angry and scolded Maria, "We've told you dozens of times to wait your turn. Why can't you mind?"

But nothing they said seemed to make Maria change her ways.

Questions

1. What do you think of Maria?
2. Do you think Maria knew that she was interrupting without being reminded of it?
3. What do you think might be a good way of handling interruptions?
4. What do you think such a person is looking for by acting the way Maria did?
5. Do you think such actions satisfy her need for attention?
6. How could Maria get attention in ways that were pleasanter?
7. How do you think Maria would act at school? Do you think she would interrupt the teacher and her fellow students?
8. What might change Maria's actions?

Primary
Attention-getting

ANITA BUTTERFLY

Anita Butterfly went to Central Elementary School with the other butterfly children. She thought that school was all right, but when the other butterfly children were learning to polish their spots, Anita was curling her antennae. When they learned to float on a tiny breeze, Anita was watching a little fluffy cloud. When the other butterfly children were learning to sip nectar from flowers, she was watching Happy Squirrel chase his tail. Anita's parents and Mrs. Swallowtail, the teacher, were often unhappy with Anita and scolded her.

Questions

1. What do you think of this story? What did Anita do?
2. Why do you think Anita was "always doing something different"?
3. How did her parents and the teacher feel about the things Anita did?
4. What did they do to show they were unhappy?
5. Do you think Mrs. Swallowtail had to get after Anita every day?
6. If Mrs. Swallowtail did scold Anita daily, do you think she could spend as much time with each of the other butterfly children?

...continued

7. Why do you think it was important to Anita to have Mrs. Swallowtail to keep busy with her?
8. Does everyone agree that this was "getting attention from the teacher"?
9. Was she also getting attention from the class?
10. What about from her parents?
11. What do you think are some pleasanter ways that Anita could receive attention?
12. Do you know children like Anita?

Second grade
Attention-getting

LUIS, TELLER OF TALES

When Mrs. Wilson's second grade class had discussions, reports, or Show and Tell, Luis always liked to participate. He had interesting things to talk about and told them in a way that made the boys and girls enjoy listening to him.

But sometimes, Luis did not tell true things. If someone else in the class told about a fishing trip, Luis might tell about one, too, but one he didn't take. If they told about visiting an uncle on the farm, he might tell about visiting his grandfather at the beach.

At the beginning of the year, he told that his daddy had been killed in a car accident when Luis was a little boy, and now he had a new daddy. This was not the truth.

His mother came to visit school one day and asked the teacher if Luis was telling these tales at school like he did at home. She had been very upset with him for quite a while and didn't know what she was ever going to do to stop him.

Questions

1. How do you feel about Luis? Why?
2. Why do you think he tells things that are not true?
3. Is this kind of attention good? Why not?
4. Do we always have to do things like someone else?
5. How do you think Luis might get attention in a better way? What does he do well?

Primary
Attention-getting

LUISA SQUIRREL

Luisa Squirrel went to Animal Elementary School every day. She

liked to read, and she was very good in reading. But she disliked writing and wrote poorly.

One morning Miss Otter said to Luisa, "Now, Luisa, let's see if we can get that writing done before recess time today."

Luisa put her head down and cried and cried. After a while she noticed that no one was looking at her. She stopped crying, borrowed a pencil from Jimmy Skunk, since she could never seem to find her own, and started writing. After Luisa had written a sentence, she stopped and looked out the window. When recess time came, Luisa still wasn't finished, so she had to stay in.

Questions

1. How do you feel about the way Luisa behaved?
2. How does Luisa feel?
3. When did Luisa stop crying?
4. Why did she stop crying?
5. Why did Luisa have to stay in for recess? Was this fair?
6. Do you know children who act like Luisa?
7. How can we help children who act like this?

Intermediate grades
Attention or Power

BOSSY MARY ELLEN

Mary Ellen was always telling the other children how to do things. If she really had been good at everything, the children wouldn't have minded so much, but the only thing that she really did was talk. She always tried to boss the committee she was on, even if she wasn't the chairman. She often spoke out in class and answered a question the teacher had asked someone else before he or she had a chance to speak.

Lots of times Mary Ellen was wrong. She always put her hand up first in speed tests, but usually she didn't have the correct answer when she was called on. When the principal came to the class to make announcements and then asked for questions, she always tried to keep on asking questions after everyone else had finished.

Often she told about things that were very exciting, saying that these things had happened to her, but later the children would find out that it wasn't really true--at least not the way Mary Ellen had told it.

Questions

1. What do you think of Mary Ellen?
2. Could you give some reasons why she might be so bossy?
3. Why do you think she always puts her hand up first, even when she doesn't have the right answer?

4. Why does she try to make things that happened to her sound so exciting?
5. Don't lots of people do that? Is it ever all right? When might it be all right? When would it be wrong?
6. Is there anything we might be able to do that would help Mary Ellen, if she were in our class?

Primary
Attention and Power

BOSSY BILL

Bill was a very clever and smart second grader. He enjoyed school, and his work was outstanding. He liked to participate in all the activities in the classroom.

During playtime John called, "Let's play tether ball."

"I want to play marbles. Bids on first place," yelled Bill. "I'm not going to play if we don't play marbles."

Bill would interrupt conversations and finish the answers for others. Many times his classmates did not get their turns to talk because Bill had to tell the answer in his big, booming voice. He often whispered directions to other children during study time, telling them what they should or should not do.

Bill pushed and shoved his playmates out of the way so he could be first in line. He often argued when his friends said something. During a discussion, Bill would always feel he was right and had to have his way or be the winner in games. Many times, Bill became very cross if he couldn't be the most important one in the group.

Questions

1. What do you think about Bill?
2. What was Bill trying to do?
3. Why do you suppose he did this?
4. Is it important for Bill to be first all the time?
5. Could Bill get attention in a better way? How?

Intermediate grades
Power

SERGIO AND HIS SOCKS

"Mom, I can't find any clean socks," shouted Sergio from his room.
"What did you say, Sergio?" came back her answereding shout.
"I can't find any clean socks."

Her voice became clearer as she approached his room. "I couldn't hear you, Sergio. You'll have to speak louder. Just because I came closer doesn't mean that I can hear you when your voice is so soft." Now she stood beside him in his room.

His voice boomed out abruptly, "I...CAN'T...FIND...ANY...CLEAN... SOCKS!"

"Well, now. You don't have to shout. I'm right here. If you'd think about how far away a person is, you'd be able to use your voice so one could understand you. It took five minutes for me to find out what you wanted. Clean socks...did you look in your drawer?"

Sergio nodded and pulled the drawer out for her inspection. She moved aside a tee shirt, and there were several pair of socks. "Oh, why didn't you look a little harder, Sergio?" she asked reproachfully.

"I did," he protested indignantly, "I didn't know they were there."

Questions

1. How do you feel about Sergio
2. Could he have made his mother understand him the first time he spoke? Did he want to make his mother understand? Why or why not?
3. Did you hear anything else he did for the same reason?
4. What things might he do in school for the same purpose?
5. Do you know children who behave in this way?
6. How does Sergio feel about himself?
7. How could we help a child like this in class?

Primary or intermediate grades
Power

WRONG-WAY JOSE

Jose sure could get into trouble! He'd come tearing into the classroom at the last minute in the morning and after recess. He almost never had his homework done. If the teacher asked why he hadn't done his work, he'd say, "I don't know," or "I couldn't," or "I forgot my book."

Jose always had some excuse for not staying after school to finish his work, but he never went home right after school. He'd wander around the neighborhood instead.

Once, Jose got so angry at school that he slammed his desk top down so hard that it cracked. Jose seemed to be able to think of lots of ways to make things go wrong.

Jose was an adopted child, and so was his younger sister. She was very good, and she made her parents happy. But Jose worried them and made them sad.

Questions

1. How did Jose feel about himself?
2. How do you feel about Jose?
3. Why did Jose do the things he did?
4. What was he trying to prove?
5. Can you suggest ways to help Jose?

Third or fourth grade
Power

BOSSY BEN

Ben, Bill, and Jim were nine-year-old boys. They were neighbors who played together. Ben was larger than the other two and was used to having his own way at home. So he usually gave the orders, and the other boys followed his lead. One day Ben said, "Let's build a club house. Bill has some old boards in his yard, and Jim can get some nails. What do you say, fellows?

"O.K. by me," said Bill. "We'll build it in my yard."

"Oh, no you don't!" replied Ben furiously. "I'm never going to play with you again." He turned away and stalked home angrily.

Questions

1. What do you think about this story? Why do you think Ben was bossy?
2. Should your size give you the right to tell people what to do?
3. What do we mean by a bully?
4. When children get their way at home, does this mean that they should get it away from home?
5. Which boy had the best reason for building the clubhouse in his yard?
6. How do you feel about the boys not wanting to take orders any more?
7. What would have been a better way for Ben to act?

Eighth grade
Power

HECTOR, THE HALFBACK

Hector was the best halfback on the Junior High School football team. He was so good that other teams began to stack their defenses to stop him. He was the leading ground gainer and the leading scorer on the team. During the first half of one game, the opponents' defense was

stopping Hector every time he carried the ball. The team was behind at the half.

In the locker room at the half the strategy was developed to use Hector as a decoy. If Hector ran his fakes well, the other backs would be able to gain yardage.

Hector did not do his job of faking very well. The rest of the team became discouraged, because they felt Hector was not trying. Everyone was disappointed in Hector and said he was a "quitter" and had let the team down.

Questions

1. What do you think of Hector?
2. Do think he was a "quitter"?
3. How do you think Hector felt?
4. Do you think the job of decoy was less important than that of star?

Primary grades
Dependency

FRED'S FEET AND SHOES

"I can't, Mommy," whined Fred. He had his shoes on the wrong feet, as usual. He just couldn't seem to get his left shoe on his left foot. Mother put them on for him so they could go to the store.

"When will you ever learn?" she sighed.

Questions

1. Do you think that Fred really did not know his right foot from his left foot?
2. Why does he always get them mixed?
3. What does he expect of his mother?
4. How could Fred's mother help him learn to put his shoes on the way that they should go?

Third or fourth grade
Power

JOHN AND HIS HAIRCUT

"John, come inside and get cleaned up. It's time to get your hair cut."

John continued to play for about five minutes.

"John!" his mother called.

"Oh, Mom, do I have to? I'd rather play with Tom," he whined.
"John, come in right now!"
"Oh, all right, but..."
"John."
John came in the house pouting.
"Please wash your hands and comb your hair," his mother said.
"Oh, Mom! To go to the barber?"
"Now I mean it!" She held up her hand, threatening him. He went and did as he was told, meanwhile splashing water on the floor. Eventually, his mother went out to the car, by this time feeling rather angry. John followed, looking very unhappy.
"Will you get me some candy after my haircut?" he asked.
"Maybe, if you're good."
When they arrived at the barber shop, they had to wait. John started to play with an empty barber chair. Mother said, "John, leave that alone!"
John continued to play with the chair. Mother stood up and went over to slap him. He turned quickly and knocked over a bottle of lotion, which broke and spilled.
"Oh, John, what am I ever going to do with you? For goodness sake! I'm so sorry," she said to the barber. She pulled John back to the chair and slapped him. He began to cry.
"Why do we have to go through this all the time? I'd think you'd learn to be better, now that you are nine years old! What will people think?"

Questions

1. What do you think of John? Is he good? Bad? (Vote on it.)
2. Do you like John?
3. Why do you like him? Why do you not like him?
4. Do you think he could act differently? How?
5. Do you think John expected to get the candy? Should his mother have promised it to him? Why?
6. What do you suppose is the reason John acts this way?
7. What could the mother do to make things go better?
8. What could John do to make things pleasanter?
9. Could they have a discussion? How hard do you think it would be to make things different?
10. Do you know children who act this way?
11. Do you know parents who act this way?

Fourth Grade
Attention-getting

BRAGGING THOMAS

Dan didn't have anyone to play with this afternoon. All the fellows were away or hadn't finished their chores, except for Thomas. Thomas had come over, but Dan didn't want to play with him, so he told him to go home.

It probably would have been better to talk to Thomas; at least there would have been someone with whom to play. But he got so tired hearing Thomas talk about all the wonderful things he had or could do. Like the other day when Thomas told about the three bikes he had, and also about the plane his dad let him fly.

Dan knew Thomas couldn't fly an airplane. No ten year old boy could, and even if he could no one would let him. Maybe Thomas's brother in college could, but not Thomas.

Questions

1. How do you feel about Thomas? Do you like him? Why or why not?
2. Do you think Thomas really owns the things he says he does?
3. What makes you think he doesn't?
4. Why do you think he says these things? What does he want?
5. Do you think Thomas could tell how you feel about him?
6. How would that make him feel?
7. Would that help him to stop saying these things?
8. What could you do to help Thomas?
9. Do you know people who tell the kinds of stories Thomas tells?
10. Do you think you could help them after thinking about Thomas? How?

Seventh Grade
Power and revenge

CARLOS, THE FIGHTER

Carlos is a big boy for the seventh grade. His facial expression usually shows a general "I dare you" attitude. Carlos presents a problem in his class. He is reluctant to take part in any school work. He sits in his seat, staring at the teacher with the same mocking expression on his face. The only response the teacher has received from Carlos is a shrug of the shoulders. During the short breaks between periods, Carlos hangs around with two obstinate classmates. Invariably, these boys get into a fist fight before the day is over.

Questions

1. Why do you think Carlos won't take part in school work?
2. Why do you suppose he stares at the teacher?
3. Why do you think the only things Carlos actively participates in are fights?
4. Why would boys who fight with one another all of the time run around together?
5. What could I do to assist this boy? What could you do?

Intermediate grades
Revenge

PAM AND HER PARTY DRESS

Sally is very excited about the party at school next week. Tomorrow she is going to town with her mother to look for a new dress. Pam, her sister, who is one year younger, is not excited at all about the party. In fact, she says she isn't going to the party because she does not want to wear the party dress that Sally has outgrown. Mother says that Pam must go and that the dress is very nice and that she will look pretty in it.

Mother tells Pam to press her dress while Sally and Mother are in town shopping. While they are gone, Pam decides to burn a hole in the dress with the hot iron. The dress will then be ruined, and if her mother wants to make her go to the party, she will have to buy her a new dress.

Mother arrives home with a pretty necklace for Pam. It was one that Pam saw last week and wanted very much. Mother had decided to surprise Pam with the necklace that would look very nice with the party dress.

Questions

1. Why do you think Pam acted the way she did?
2. Do feel that Pam's mother was unfair?
3. How do you feel when someone hurts you?
4. How can we react to people who hurt us?
5. What would have been a better way for Pam and her mother to solve the problem?
6. What do you think they should do now?

Fourth grade
Attention, power, revenge

BOSSY ROBERTO

Roberto seemed to take great delight in telling his teacher what

the teacher should or should not do in the classroom or on the playground. Roberto was always coming up to the teacher and asking questions about the armed services, such as, "What is the largest destroyer in the Navy?". He was always very happy when the teacher did not know the answer, and he would then answer his own question with a swagger. Whenever the teacher would get after him for doing something wrong, Roberto would get very upset.

Sometimes when he should have been doing his school work and not disturbing the class, he would pretend that he was a race car driver. While in his race car, he would have to shift gears and gun the motor just as they did in a real race.

One Monday the teacher gave a spelling test that was usually given on Wednesday. When the test was announced, Roberto became very upset and told the teacher that he had not had a chance to study, and that it would not be a fair test. (This was to be a trial test and would not count as a grade.) Roberto had to take the test anyway.

When the test was over and the papers were to be handed in, Roberto refused to hand his paper in. The teacher told him to bring his paper to the teacher's desk. With much grumbling, the paper was finally brought to the teacher. The bottom of the paper had been torn off. When questioned about it, Roberto said that he had written the words that he had missed on this part of the paper, and he was going to take it home for a study list.

The teacher did not believe the story and asked to see the paper and the words that he had missed. Roberto finally produced the paper. Instead of his spelling words, he had written a note to the principal stating that the teacher did not have the right to give a test on Monday.

Questions

1. What do you think about Roberto? What kind of person is he?
2. Why did he act this way? Did he really think the spelling test was unfair? Why or why not?
3. Do you think it was unfair of the teacher to give a spelling test on Monday instead of Wednesday?
4. Does the teacher have the right to change the class schedule whenever she wants, without consulting the class?
5. What do you think that Roberto really wanted from the class and the teacher? Did he get what he was after? If not, why not?
6. Could Roberto have gotten what he needed in a better way?

Intermediate or Junior High
Power

SLOW SANDRA

Sandra was 13 years old. Her parents had bought each child in the family a milk cow, and they each milked their own, except for Sandra. Even her 10-year-old sister milked, but not Sandra. Sandra said that she was afraid. So her mother didn't want any more fuss: Sandra could fix breakfast instead of milking. When the children came in from milking, though, Sandra would hardly have begun the breakfast. Mother would scold and nag her.

Mother could not see why Sandra was so slow and pokey. Usually she would have to help Sandra with the breakfast so that no one would be late for school.

Questions

1. What do you think about Sandra?
2. Do you really think milking a cow is too scary for Sandra?
3. Why do you think Sandra is so slow when she is supposed to fix breakfast?
4. Do you think Sandra has her own way?
5. Why is it important for her to be boss?
6. How else could Sandra get recognition?

Intermediate or Junior High
Discouragement

SANDY, THE SECOND BEST BROTHER

In class Sandy has good ideas and works very hard, but sometimes he doesn't finish his work because he does it over so many times to get it just right. When other children don't agree with Sandy, he feels picked on, and when someone does a better job he often says that they had an unfair advantage or that they cheated.

Sandy is very good at sports, but whenever his team loses, he often calls the other players names or storms off by himself, and sometimes he cries.

The harder Sandy tries, the more things seem to go wrong. Sandy's mom and dad can't understand how Sandy can be so far behind his brother Mark, who is good at everything, when Sandy has an older brother to help him and Mark has none.

Questions

1. Have you ever known anyone who acted like Sandy?
2. Do you think they are very happy? Why not?

3. Who do you suppose Sandy wanted to be like? Why?
4. What could Sandy do well?
5. How many of you like to play with good athletes or work with people with good ideas?
6. Do you think Sandy has to be like his brother to be liked?
7. How might you help Sandy if you were his friend?

Primary or intermediate
Dependency

CATHY, THE CLIMBING CAT

Cathy was a beautiful Siamese kitten with extra deep-blue eyes. She loved to climb and soon found out that she could reach very high places as easy as could be. She climbed to the top of the large refrigerator, walked along the fireplace mantel, and from one tall cabinet she found that she could jump to the top of the door, where she sat and meowed until her mistress stood on a chair to get her down.

One day, the painters came to paint the garage, and all week they left tall ladders reaching up to the roof. Every time Cathy went out to play, she climbed the ladders to the roof, scampered around the roof, and then hung over the edge of the back door, crying until someone would come out and climb up the ladder to bring her down.

This trick was a lot of fun, but soon Cathy's family became tired of it. On a late afternoon, Cathy's mistress went off to visit someone, and no one was left at home. When it grew cool and Cathy felt hungry, she meowed and meowed, but no one came to get her. After a long time she saw her mistress coming up the walk to the door. Cathy was so happy that she started right down the ladder, head first, putting each small leg one at a time on the next rung. Her mistress was very proud of her and made a great fuss.

After that, no one ever had to climb up to get Cathy down from anything.

Questions

1. Why do you think Cathy wanted people to help her?
2. Do you think she could have helped herself down sooner? Why or why not?
3. What do you think might have happened if Cathy's mistress had been there and helped her again this time?
4. Do you ever wait for help when you might try by yourself? Why is that?

Primary
Attention-getter

JUAN, THE ANNOYER

Juan was a happy-go-lucky boy in the second grade. He could have done average work, but he spent all his time annoying everyone around him. He often came barging into the room after class had taken up, whistling merrily. On his way to his seat, he might take a pencil from one child, poke another, and pull the hair of a third.

He seemed to like school, but he spent most of his time visiting with his neighbors or teasing someone. He seldom did his assignments or took part in class discussions.

Questions

1. What do you think of Juan?
2. Why do you think Juan doesn't do his work?
3. Why does he annoy other children?
4. How do you feel when children annoy you?
5. What are some other ways in which Juan might get attention?

Intermediate grades
First and Best

FAT FAYE

A number of children were playing baseball on the playground when Faye walked toward them slowly.

Marie looked at her and whispered to another girl, "Oh, Faye's too fat to run fast. We don't want her on our side."

Faye stood uncertainly for a moment. Then she came toward the girls, until she heard the familiar chant led by Marie: "Fatty, fatty, two by four..."

Faye turned around and slowly walked away, asking the teacher if she could get a drink of water.

Questions

1. Do you know anyone like Faye?
2. How do you feel about people like Faye? Why?
3. Do you know anyone like Marie?
4. Are there other things children can tease about? What are some of them?
5. How do you think children like Faye feel?
6. Have any of you ever been teased about something?
7. How did you feel?
8. Why do children tease others?
9. How could we help people like Faye? Like Marie?

Primary
Inadequacy

LONELY MANUEL MONKEY

Once upon a time many monkeys lived miles and miles from here. They lived in gig trees high up on a mountain. From midnight to morning they ate bananas and listened to the music and the whistle the wind made as it played with the leaves on the tree tops. Sometimes they played games in trees.

"Mmmmmmmm," said the monkeys as they ate and played.

"Mmmmmmmm," said the mother monkeys as they watched.

"Mmmmmmmm," said the father monkeys happily.

"Mmmmmmmm," said the baby monkeys.

But there was one baby named Manuel. He sat all alone in a tree while the other monkeys ate bananas and played. Most of the monkeys turned and stared at Manuel Monkey. They stopped eating their bananas and looked at each other.

"Mmmmmmmm," muttered all the monkeys. "This is very bad. Manuel might get sick if he doesn't eat. He might get mumps and measles and have to take medicine."

The monkeys didn't know what to do. Finally, one monkey had an idea that was so good that all the other monkeys agreed to try it.

"Have some marshmallows," said one monkey. Manuel turned his head away.

"Have some of these berries," offered another monkey. All the monkeys offered goodies to the lonely little monkey. Other animals and insects from the neighborhood urged Manuel to eat or to play. One little mouse put a muffin by Manuel's hand, and others put things on the tree beside him, but Manuel just pushed them away and shook his head.

"Aw, come on, Manuel, even you can do this," one of the monkeys said as he swung from one tree to another. Manuel just turned and looked the other way.

After while, Manuel was forgotten, and the monkeys started eating their bananas, listening to the music which the wind made as it played with the leaves on the trees. They began to play games again. Manuel clung to his tree and was all alone.

Questions

1. What do you think of Manuel?
2. Why do you suppose he acted the way he did?
3. Did his friends try to include him in their games? Could they have tried another way?
4. Can you think of a story where this happened to a boy or girl?
5. Do you suppose you might have been able to help? How?
6. How do you think Manuel might begin to make things better?

Primary
Honest and helpful

HONEST CARLOS

Carlos was in the sandbox at school, playing with his friends. As he scooped up the sand for a mountain, he saw something round, bright, and shiny. What was it? What could it be? Yes, it was a quarter! His friends were surprised, too. No, it wasn't theirs. They didn't bring money to school except for lunch. They hadn't lost any money.

What should Carlos do with it? Up he jumped, ran to the yard teacher, Mrs. Smith, showed it to her and told her where he had found it. She told him that Miss Jones was in the office taking lunch money, and maybe she could help. She also told Carlos that he was a very honest boy and one she was proud to have in their school.

Carlos went to the office, and there, talking to Miss Jones, was a little boy saying he jumped into the sandbox to play before he remembered his lunch money. When Carlos heard this and heard Miss Jones say that no one had turned in any lost money yet, he came and showed Miss Jones the quarter and told her where he found it. Yes, maybe it did belong to the little boy. He hoped so.

Miss Jones was proud of Carlos too. Carlos went back outside to the sandbox to play. He was feeling very happy. Carlos had helped someone today.

Questions

1. How do you feel about Carlos? Why?
2. Would you like to have Carlos in your school?
3. Are all children as honest as Carlos? Why not?
4. What else might Carlos have done with the money?
5. Would he have felt better?

Primary
Sharing

SELFISH BILL BEAR

One sunny morning Tip Tiger and his friend Bill Bear were playing in the backyard on the swings. There were just two swings, one for each of them. Up and down, up and down they went. They were having such a lot of fun. Oh, such fun, going higher and higher!

Into the yard came Roy Raccoon and Sam Skunk. These friends liked to swing, too. Roy Raccoon and Sam Skunk watched their friends go up and down. Tip asked if they would like to have a turn as he slowed down his swing and got out. Yes, said Sam, he would like to swing. He got in, and his two friends gave him a push. Bill kept swinging up and down. He

did not stop.

Then Sam slowed down and let Roy swing. The three friends took turns swinging, but Bill Bear did not stop swinging. Soon, the two friends, Roy and Sam, had to leave. They thanked Tip for sharing his swing with them.

Questions

1. Would you like to play at Bill Bear's house? Why or why not?
2. Would you like to be Tip's friend? Why or why not?
3. Who had fun that day?
4. Why do some children refuse to share?

Intermediate grades
Attention-getting

HELPFUL ANDY

Andy was a friend to everyone. He often did things for total strangers. He helped people and smiled at them. One day a big man was carrying some groceries in a huge bag across the street. Andy rushed into the street to help the man.

"Whoa there, boy," shouted the man. "I can make it."

Andy was very sad as he walked back to the curb. He thought of tripping the man as he puffed past, not looking at Andy at all.

Questions

1. Why was Andy a friend to everyone?
2. Why did Andy think of tripping the man?
3. Is Andy really a friend?
4. How could Andy learn to respond better to rebuffs?

Second grade
Power

ROSA AND THE GARBAGE

Rosa was very spoiled. Her parents always let her have her own way. She liked to help her teacher, but she did not like to help her mother at home. Every day when she arrived home from school, Rosa was to empty the garbage. On Monday, Mother reminded Rosa of her job, but Rosa ran off to play. When Rosa came home on Tuesday, she noticed that Mother had not emptied the garbage. It was beginning to overflow on the floor, and did it <u>smell</u>! Mother was very angry and told Rosa that she must do her job or she would not have any fun.

Rosa sneaked out when her mother was making dinner. After dinner Mother warned Rosa again. She could not leave the kitchen until the garbage was emptied.

Rosa yelled, "You can't make me! You can't boss me around!" Rosa kicked the garbage pail and ran out of the room.

Questions

1. What do you think about Rosa?
2. Why did she help at school but not at home?
3. Do you think that Rosa should have emptied the garbage before her mother had to remind her the first time?
4. Do boys and girls ever act this way at school?
5. How do you think Rosa could get along better at home?
6. If we knew Rosa, how could we help her?

Kindergarten
Attention-getting

THE RED ROBIN FAMILY

A family of robins lived in a nest in a tree. The three robin children were named Bill, Beak, and Squeak.

Mother and Father Robin brought nice juicy worms home every day to feed their children. One day, Bill Robin was very hungry and thought he should have the first worm that Mother or Father would bring to the nest, but he knew that if he stayed down in the nest with the other children, he would have to take his turn at being fed. So instead of sitting in the nest with his brother and sister, he decided to get up on the edge of the nest, so that when Father or Mother would return to the nest with a worm they would notice him first and give the worm to him.

So Bill flapped his stubby wings and gradually moved up the side of the nest to sit on the edge. This wasn't very easy to do, because the edge of the nest was narrow, and the wind was blowing the tree back and forth. Finally, Bill got to the top of the nest and held on tightly with his claws.

Just as Father Robin appeared with a nice fat worm, a strong gust of wind shook the tree so hard that Bill lost his grip on the side of the nest and went tumbling to the ground.

"Help! Help!" cried Bill. He had hit the ground very hard, and nearby was Tommy, the gray cat, who liked nothing better than to eat young tender birds. When he saw Bill fluttering on the ground, he crept closer and closer to him.

"Oh dear," thought Bill. "I do hope my parents can hear me and will come down and get me before this big cat catches me." But Father Robin had to give the worm to one of the birds in the nest before he could fly

down to help poor Bill.

Just before the cat reached Bill, both Mother and Father Robin flew down and chased away the cat with their loud noise and pecking. Then they helped Bill back into the nest. Bill felt much better when he was back in the nest, and he decided that from now on he would wait his turn for dinner.

Questions

1. What do you think of Bill Robin? Of what he did?
2. Why did Bill climb up on the edge of the nest?
3. Did Bill think his brother and sister were hungry, too?
4. Did Bill get the first worm?
5. Do you know any children who always want to be first?
6. Why do you suppose they try to make the teacher or their parents always notice them first?

Primary grades
Power and revenge

JOSE AND HIS FAVORITE BOOK

"You can't have my book!" Jose shouted angrily. Jerry had tried to take the book that Jose was reading. Jose held tightly to his treasure, and Jerry left the room in a huff.

Jerry returned shortly with two glasses of kool-aid. As he passed one glass to Jose, it slipped and splashed all over the book.

Questions

1. How did Jerry feel when he left the room?
2. Why did he bring Jose some kool-aid?
3. Was it an accident that the kool-aid was spilled on Jose's book?
4. Why might Jerry have done it?
5. How might Jerry and Jose both have used the book?

Primary
Power

THE OLD HOOT OWL'S SECRET

"Oh, dear! Oh, dear!" said the old Hoot Owl to himself as he sat on a limb of the oak tree. "That's the same noise I hear every evening. Mrs. Squirrel is trying to get Jimmy to bed."

Mother Squirrel is scolding in a loud, angry voice. "You must go to bed right now!"

"I'm not sleepy yet. I want to play outside with John Chipmunk. He never has to go to bed so early."

"I don't care what John does. You must go to bed now because I say so, and don't be slow about it," Mother Squirrel replies shrilly.

At last all is quiet. Mother Squirrel quietly opens the door of her tree house and scampers over to where Mr. Hoot Owl is sitting.

"Good evening, wise old Hoot Owl. I am so tired. It's a fight every night to get Jimmy to go to bed. Can you help me?" asks Mrs. Squirrel.

The wise old Hoot Owl nods his head, winks, and replies, "I will tell you a secret," and he whispers into her ear. (Think about this during the rest of the story.)

"Thank you, thank you!" says Mrs. Squirrel as she runs to her home.

The next evening, as usual, Jimmy says, "I don't want to go to bed."

Mother Squirrel replies, "You don't have to go to bed. You stay up as late as you wish. Why, you can stay up all night if you want to!"

"What did you say?" asks Jimmy. He is so surprised that he thinks his ears are playing tricks on him, but in a pleasant voice Mrs. Squirrel repeats her reply.

Jimmy Squirrel runs out to play with John Chipmunk. In a few minutes, John says, "Good night, Jimmy. I'm sorry I have to go, but it's my bedtime." John runs home and Jimmy is left alone.

Jimmy looks around, but he can't find any of his other friends. He is getting cold and even a bit sleepy, which is really pretty silly when he can stay up all night if he wants. So he keeps on walking. In a little while, he scampers up the tree to his door. He goes in quietly, because everyone is in bed and it is dark.

Mother Squirrel hears him get in bed, and she thinks of the wise old Hoot Owl's secret.

Questions

1. What happened when Jimmy was not allowed to do what he wanted?
2. What happened when Jimmy was allowed to do what he wanted?
3. What do you think the secret was?
4. What should Mother Squirrel not do?
5. Why did the Hoot Owl's suggestion work?
6. What do you think Jimmy learned?
7. How could a bedtime be set?
8. Do you think these ideas would work for boys and girls, too?

Intermediate or Junior High
Revenge and power

JUAN AND HIS GRADES

Twelve-year-old Juan was doing very little work in school and had a very poor report card to take home. His parents had known for some time that he wasn't doing very well. They knew that Juan was smart, and they made him study every night for thirty minutes. Now he would have to study for at least an hour. If he didn't have any school work, he would have to read the encyclopedia and tell his mother what he learned from his reading.

In spite of all the extra work, Juan's grades were still worse at the next report time.

Questions

1. What do you think about Juan?
2. Do you think the school work is too hard for Juan?
3. How do you think Juan feels about studying one hour each night?
4. What might Juan be doing to his parents?
5. Could Juan and his parents work out this problem another way?

Primary
Attention-getting, power, revenge

DOLLY AND HER DOLL

Dolly and Lynn were taking turns playing with Dolly's doll. After a few minutes Dolly said, "Here, I'll put her socks on." But Lynn refused to hand over the doll.

"Hey, gimme my doll, Lynn" Lynn didn't move.

"I want my doll, Lynn, or I'll tell my mama." Lynn still held the doll. Dolly succeeded in yanking the doll from Lynn. She slapped Lynn, making her cry, and then she ran into the house.

Questions

1. What do you think about this story?
2. What do you think of Lynn?
3. What did Lynn do?
4. Why do you think Lynn didn't want to return Dolly's doll?
5. What was Lynn trying to show Dolly by teasing her?
6. Do you think Lynn wanted to be the boss?
7. What did Dolly do?
8. Do you think Dolly wanted her mother to know how nice she was to share her doll? Why?

9. Why do you think Dolly slapped Lynn?
10. How do you think the girls might have more fun when they play together the next time?
11. Does something like this happen to many children? Do these girls remind you of the way we are sometimes?

Primary or intermediate grades
First and best

MARY HELEN, THE "LITTLE MOTHER"

Mary Helen was a very busy girl. She never had time to go out to play after school. She took care of her younger brother and sister, because her big sister wasn't very much help around the house. Mary Helen's mother and father were very proud of Mary Helen. They called her a "little mother".

Every minute Mary Helen could spare she would spend doing her homework. She wasn't satisfied until every answer was perfect and every word looked beautiful.

Once in a while, Mary Helen would not get the best report card in the class. Then she would worry and be unhappy and work even harder than before.

Questions

1. How did Mary Helen feel about herself?
2. Why did Mary Helen feel she had to be the best?
3. How do you feel about Mary Helen?
4. Do you know anyone like her?
5. Can you think of ways that would help Mary Helen understand herself?

Primary
Revenge

FISH AND MARBLES

One rainy day Pablo and Bill came into Mr. Brown's store with their wet dog. As Rover shook himself, the dirty water flew all over the boxes of apples.

"Get that dog out of here and keep him out!" commanded Mr. Brown.

So Pablo and Bill took Rover out. "Old Mr. Brown makes me so mad. I'd like to get even," said Bill.

Just then they noticed a small box of fish for sale on a bench in front of the store. Old Mr. Brown seemed not to be looking, so each boy

grabbed a handful of fish and ran down the alley. The boys didn't really want the fish, so they tossed them into Miss Robb's backyard for her cat.

Later in the afternoon Pablo and Bill were playing a marble game on the floor of the family room. Mother was knitting and watching the boys play. She had bought groceries. Mr. Brown told her that he had seen the boys take the fish.

"Pablo, what would you do if you thought Bill was not playing fair?" asked Mother.

"I'd tell him, and then maybe we would fight if he didn't stop," replied Pablo.

"I couldn't beat him in a fight, so I might sneak some of his marbles into my pocket and run home," was Bill's idea.

"Would either of you think that was really fair?" asked Mother.

Both boys thought a little bit and then said, "No."

"I wonder if anything happened today that was almost like this," asked Mother in a friendly voice.

They thought again for a moment, and then Bill said, "Mr. Brown and the fish!" When Mother nodded, Bill continued, "But he makes us so mad when he is mean!"

"I understand how you feel, but let's talk this over," Mother suggested.

After the talk each boy took fifty cents of his own money to pay Mr. Brown for the fish.

Questions

1. Why did Pablo and Bill take the fish from Mr. Brown's store?
2. What do you think about what they did?
3. Who could have gotten hurt the worst by what they did, Mr. Brown or the boys?
4. How did Bill's mother act? What did she do? What didn't she do?
5. How do you feel about Bill's mother?
6. How does Bill's family seem to solve problems, by getting mad or by talking? Would that work in your family?
7. Do you think it was fair for the boys to give fifty cents of his own money to pay for the fish?
8. What do you think would have been a good thing for the boys to say to Mr. Brown when they took him the money?
9. Have you known a grown-up who made you mad, like Mr. Brown? What did you decide to do? Why? How did that work?